

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This study was conducted to investigate the realization of requesting speech acts used by school-age children. This chapter is divided into two sections. Section 5.1 provides the conclusions of the study on the basis of the formulated research questions in chapter one. Section 2 presents some suggestions for further research.

5.1 Conclusions

As explained previously, the present study investigated the realization of requesting speech acts used by school-age children. The data were collected through oral DCT and role play. The classification of request strategies was based on Trosborg (1995).

Based on the findings in the previous chapter, the informants have realized the requests through four categories which are distributed specifically in four strategies: *indirect requests: hints; conventionally indirect (hearer-oriented conditions): ability, willingness, and permission; conventionally indirect (speaker-based conditions): needs and demands; and direct requests: imperatives and elliptical phrases*. The most frequently used strategies are *ability, willingness, and permission* strategy and *imperatives and elliptical phrases* strategy.

Since *ability, willingness, and permission* strategy is the most frequently used strategy in this study, it supports the previous studies on requests. The findings of this study have the similar result with previous research, such as

Kusmawati (2008) and Yuliastuti (2011). The informants of the previous studies were generally adults. However, in this study where the informants are children, they use the same strategies as adults in the assumption that they have adequate competences and have an ability to construct adult-like definitions. They also consider about the face of the requestee.

With regard to the second research question, the realization of each request strategy by the informants has various implications toward the requestee. It takes sociopragmatic factors (social distance, power, and ranking of imposition) into consideration. Those sociopragmatic factors are interrelated to each other.

In the selection of strategies of requesting speech acts, power appears to be more influential than social distance and ranking of imposition. The variation is found across the category of power. Meanwhile, in social distance and ranking of imposition category, the ranks of request strategies are generally similar. The higher power that is owned by the speaker may lead to the use of *imperatives and elliptical phrases* strategy. It can be assumed that the speaker considers power when realizing request. But each of them is not the sole factor that influences the realization of request as they are interrelated to each other.

The informants of this study show that they have sensitivity to make polite requests. By the greater use of *ability, willingness, and permission* strategy proves that they want to make polite requests by mitigating the force of imposition of the request and save the requestee's face, as stated by Brown & Levinson (1987). Using indirect requests can decrease the FTA, maintain a good communication, and avoid conflict in communication. In other cases, while some of the informants

are using *imperatives and elliptical phrases* strategy, they add ‘please’ to soften the request.

5.2 Suggestions for Further Research

The present study has investigated the request strategies used by school-age children. Further research may investigate the realization of requesting speech acts used by different subjects, such as pre-school children or younger children. Besides different subjects, it can also employ another area of speech acts, like apologizing or complaining.

This study has used oral DCT and role-play. Although these instruments have weaknesses, these can help us obtain the data quickly in several numbers we need. It is suggested that further research employ more natural data collection procedures.